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ABSTRACT

Arizona's Migrant Child Education Program was initiated late in 1966 under the 1965 Elementary and Secondary Education Act Title I. The State Plan is designed to provide assistance to improve the instructional, nutritional, and health status of the migrant children in kindergarten through high school. Program components are career education oriented and supportive services. This report discusses: (1) instructional, health, and nutritional needs; (2) program components; (3) goals, objectives, and activities; (4) program evaluation; (5) community involvement; and (6) health, nutritional, and supportive services. Also included are: (1) a description of exemplary projects for activities which included new approaches in educating migrant children and (2) samples of remarks made by parents, teachers, administrators, and aides regarding the migrant program, both as a State and national program. (NQ)

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THE
ARIZONA MIGRANT STORY

ARIZONA DEPARTMENT OF EDUCATION

Division of Migrant Child Education

W. P. SHOFSTALL, Ph.D.

Superintendent

[1973]

RC 008 918

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Eloy Dist. #11
Florence Dist.#1
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Glendale Community College
Hyder Dist. #16
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Wellton Dist. #24
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INTRODUCTION

It has been increasingly apparent since the initial implementation of the Arizona Migrant Child Education Program that there has been a continual attempt to improve instructional, nutritional and health services for migrant children.

The migrant child is "running out of time." In the near future automation is likely to eliminate the only job he is prepared for--field work. It is essential that we continue to find ways to style the instructional program to meet these children's needs and to help them drop-out of the fields.

I would like to take this opportunity to commend the parents, teachers, administrators, the Arizona Department of Education, the U. S. Office of Education: Migrant Branch and the many agencies who cooperatively have shown so much interest, concern and exerted effort in making this story a reality.

May "The Arizona Migrant Story" serve others to gain inspiration and discover new dimensions in meeting the educational needs of our migrant children.

J. O. "Rocky" Maynes, Jr., Ph.D.
Deputy Associate Superintendent
Compensatory Programs

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ARIZONA'S MIGRANT CHILD EDUCATION PROGRAM

J. O. Maynes, Jr., Ph.D.

HISTORICAL

Late in 1966, under the Elementary and Secondary Education Act of 1965, as amended by Public Law 89-750, the Arizona Department of Education initiated the Migrant Child Education Program in Arizona.

The first director of the Arizona Migrant Child Education Division was Mr. Vidal Rivera, Jr., who is now the National Migrant Child Program Director with the U. S. Office of Education. Mr. Rivera served as Arizona's Migrant Child Director until June, 1968, when the present Director, Dr. J. O. "Rocky" Maynes, assumed the directorship. Besides Dr. Maynes, the staff consists of two other Mexican Americans, Mr. William Padilla and Mr. Gilbert Garcia.

STATE PLAN

The State Plan for educating migrant children in Arizona is designed to provide assistance to improve the instructional, nutritional and health status of the migrant children, kindergarten through senior year in high school.

The following State Plan design includes the goals that were approved by the National Committee on National Evaluation for Migrant Education on May 17, 1971.

NEEDS ASSESSMENT

The needs of migrant children have been identified by 48 states since it is a national program and migrants cross state lines to harvest the nation's crops.

The report on migrant programs throughout the United States as compiled by the U. S. Department of Health, Education and Welfare in 1970, entitled Children of the Crossroad, assessed the following needs to be of priority with migrant children:

INSTRUCTIONAL NEEDS

1. 90% of all migrant children never finish high school and their average educational level is fourth or fifth grade.

2. 90% of the migrant work force is Spanish speaking requiring intensive language instruction. Although P.L. 89-750 funds have reached thousands of children, almost 90% of the schooling is below sixth grade.

3. At the end of the first year of operation (1966 - 1967), state evaluations indicated that language training was one of the five major needs identified.

4. Reading instruction is another need of high priority which is sequential to oral language development.

5. Activities related toward developing a positive self-image of the migrant child is another need of great concern.

6. Trained teachers are needed to instruct in oral language, special English programs, H-200 programs and other programs that will improve language skills; consequently, an equal need for teacher training programs.

NUTRITIONAL NEEDS

1. Studies of migrant dietary habits show that their intake of starches, fats and sweets is customary and hardly enough milk, vegetables, fruits or meats are consumed although many work with vegetables and fruits in the fields.

2. A nurse in Oklahoma remarked that some children are overfed but undernourished. Their diets consisting mainly of starches and carbohydrates are lacking in needed protein and iron.

3. Children must be coaxed to try to eat new foods such as peas, carrots and other vegetables.

4. Many migrant children in Arizona's schools go to school without breakfast. As one administrator stated, "Were it not for the school free lunch program and the migrant supplementary funds for food, many migrant children would find themselves incapable of learning due to lack of proper nutrition."

HEALTH NEEDS

Of the five major needs of migrant children as revealed in evaluations submitted by all participating states, health is ranked second to language learning.

1. Few states cover migrant families under their welfare laws.

2. After screening by nurses and doctors, migrant children are found to have such health disorders as hernias, eye, ear, dental and nose problems, heart and skin conditions and often tuberculosis has gone undetected for long periods of time.

3. With the average salary being $1400 a year, few can afford health care of any sort. They suffer from such illnesses as rickets, scurvy, pinworms, nutritional anemia, acute febrile tonsillitis and a dangerous protein deficiency known as Kwashiorkor.

4. 50% of the children often die in infancy due to poor diet, unhealthy conditions and lack of prenatal care for the mother.

ARIZONA'S PROGRAM COMPONENTS

A. Career Education Oriented

1. Oral Language Development (English and/or Spanish)
2. Developmental Reading
3. Language Arts
4. Developmental Math
5. Social Studies
6. Physical Education
7. Music Education
8. Preschool Experiences
9. Social Growth and Positive Self-Concept Development
10. Career Orientation and Vocational Skill Training

B. Supportive Services

1. Health Program
2. Nutritional Program
3. Parent Involvement
4. Bilingual Staff
6. Home-School Liaison
7. Oral Language and Math Materials Center
8. Film Centers

5. Educators inservice and training workshops

9. Student Accident Health Plan

10. Migrant Student Record Transfer

GOALS, OBJECTIVES AND ACTIVITIES

1. Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

1.1. The Division of Migrant Child Education shall allocate funds to each Migrant LEA project for the purpose of implementing teacher training workshops in communication skills and oral English materials centers.

1.1.1. The Division of Migrant Child Education shall collect and compile data that will specify number of, conducted by whom, and quality of teacher training workshops in communications.

1.1.2. The Division of Migrant Child Education shall collect and compile pre and post student test results based on the communication skills.

2. Provide the migrant child with preschool experiences geared to his psychological development that will prepare him to function successfully.

2.1. The Division of Migrant Child Education shall allocate funds to each Migrant LEA project, which deals with preschool education, for the purpose of providing paraprofessionals, instructional materials, testing materials, and meeting instructional needs that may arise at this level.

2.1.1. The Division of Migrant Child Education shall collect and compile data that will specify the number of bilingual paraprofessionals hired by each Migrant LEA project and the pre and post verbal and nonverbal student test results. Due to the lack of oral English facility on the part of the students, bilingual aides are highly recommended.

3. Provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

3.1. The Division of Migrant Child Education shall allocate funds to each Migrant LEA project in order to supplement the Language Arts, Math, Social Studies and other academic endeavors by means of teacher workshops, materials, instructional centers, paraprofessionals, and testing materials.

3.1.1. The Division of Migrant Child Education shall collect and compile data based on the number, kinds, and quality of teacher workshops; the utilization of paraprofessionals; pre and post student test results.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

4.1. The Division of Migrant Child Education shall make funds and expertise available to each Migrant LEA project to develop and implement activities which will propose to increase the migrant child's social growth, positive self-concept and group interaction skills.

4.1.1. The Division of Migrant Child Education shall collect and compile data gathered from teacher observations; recorded and observed behavior by counselors, school-community workers, paraprofessionals, nurses and administrators; and any other evaluative information that will show social and attitudinal changes.

5. Provide ungraded programs that will improve the career orientation and vocational skill training for migrant children.

5.1. The Division of Migrant Child Education shall make funds and expertise available to each Migrant LEA project to develop and implement or improve the career orientation and vocational skill training for migrant children.

5.1.1. The Division of Migrant Child Education shall collect and compile data such as teacher, coordinator, and counselor reports; and test information based on career orientation and vocational skill training programs.

6. Implement programs, utilizing every federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

6.1. The Division of Migrant Child Education will provide funds for audiovisual aids, field trips, lecturers, etc., and the opportunity for each Migrant LEA project to implement programs which will expose migrant children to the American culture as well as their own.

6.1.1. The Division of Migrant Child Education shall collect and compile data based on the monitoring activities of the Migrant Child Education staff

and LEA's written descriptions of such program activities as cultural enrichment. This information shall be included in the final state evaluation report.

7. Increase State and LEA's staff self-awareness of their personal biases and possible prejudices and upgrade their skills for teaching migrant children by conducting inservice and pre-service workshops, conferences, institutes and training.

7.1. The Division of Migrant Child Education will provide funds and the opportunity to each Migrant LEA project to develop and implement inservice workshops, reading conferences, summer institutes, development and dissemination of instructional and curriculum material, promote the teacher exchange program, required attendance of the Division of Migrant Child Education staff at National Workshops and other teacher training activities. The purpose being to increase state and LEA's staff self-awareness of their personal biases, possible prejudices, and to better understand the migrant child's educational needs.

7.1.1. The Division of Migrant Child Education shall collect and compile state's staff monitoring reports, consultants' reports and other written descriptions of such activities. This information shall be included in the final state evaluation report.

NUTRITIONAL GOALS AND OBJECTIVES

1. Provide for the migrant child's physical and mental well-being through a sound nutritional program.

1.1. Every migrant child will be provided the opportunity of a CLASS "A" breakfast and lunch under the regular school free lunch program subject to available supplementary funds from Title I Migrant whenever needed and wherever facilities are available.

1.2. Approximately 7000 migrant children will receive breakfasts and lunches as described above during fiscal year 1974.

HEALTH GOALS AND OBJECTIVES

1. Provide for the migrant child's physical, mental and health needs as defined by each Local Educational Agency and that cooperative efforts of other Public Health Agencies be solicited in order to maximize and improve health conditions of target children.

1.1. Approximately 7000 children shall receive a complete physical examination.

1.2. Approximately 7000 children shall receive immunizations and inoculations against contagious and communicable diseases in compliance with health codes.

1.3. Follow-up health services shall include dental, eye, ear and nose care performed by qualified physicians, purchase of such items as eyeglasses, hearing aides and other therapeutic appliances deemed essential for improving health defects. Funds to cover treatment for ailments such as hernias, infections, skin conditions and appendectomies will be authorized subject to available funds for these purposes.

SUPPORTIVE SERVICES GOALS AND OBJECTIVES

1. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts and materials to assure that sequence and continuity will be an inherent part of the migrant child's educational program.

1.1. Full compliance and participation shall continue with the Migrant National Records Transfer System. Three statewide terminals will also continue to maintain and update records of migrant children and provide such data to the National Data Bank in Little Rock, Arkansas.

1.2. Periodic inservice training workshops for the Records Transfer System shall be an integral part of migrant educational programs in order that administrators, nurses, teachers and clerks may provide the academic, health and personal data necessary for continuous educational programs for migrant children and earliest detection and rectification of health problems.

2. Develop communications involving the school, the community and its agencies and the target group to insure coordination of all available resources for the benefit of migrant children.

2.1. The State Education Agency will provide consultative services through its special area consultants.

2.2. LEA's will continue to be informed, by the Division of Migrant Child Education, State Department of Education, of services provided to migrants

by Public Health Agencies, special school lunch programs, O.E.O. funded programs, volunteer assistance and such services as available by the Council of Churches and other charitable or nonprofit organizations.

3. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

3.1. The Migrant Child Education Division will continue to strongly recommend the hiring of parents of migrant children as teacher aides, cafeteria aides, community school workers, custodians, bus drivers, etc.

3.2. We shall continue to support and urge all LEAs to involve parents in all aspects of the school environment as resource people, chaperones, tutors, room mothers, members of advisory groups, members of planning committees and other activities allied to improving the school, their effectiveness as parents and their children's attitudes towards school.

EVALUATION

Each Local Educational Agency will determine its needs assessment, its goals, its objectives, its activities and will specify definite expected growth in the above stated subject areas within the limits of the program.

Each Local Educational Agency, in cooperation with the Division of Migrant Child Education, State Department of Education, will identify in their project application the measurable objectives established for the regular school and summer programs; the activities to implement these objectives which will include pro-

cedural aspects and budget requests; the evaluation process, to determine the worth of the project, will reveal the plan by which the evaluation process will be determined, i.e., pre/post testing; the monitoring process which verifies whether the program has been implemented as planned; the calendar of events which will reveal events, date of events and the person responsible; and the dissemination process which will reveal what dissemination steps the grantee will pursue, with whom and when.

It will be the responsibility of the State Department of Education, Director of the Division of Migrant Child Education and his staff to periodically monitor local projects in order to develop an end of the fiscal year evaluation.

REGULAR SCHOOL YEAR PROGRAMS

A description of exemplary projects for activities that include new approaches in educating migrant children are included. One criteria for selecting exemplary projects was its merit for disseminating information to other LEA's with similar characteristics. These do not include routine type projects.

ARLINGTON

1. During the school year the LEA continued the program which was begun last year. This program involved older bilingual students working in groups and/or individually with bilingual students in lower grades who were predominantly Spanish speaking. This year, the LEA added critical reading of simple newspaper and magazine articles as soon as the children were capable.

2. Using this type of reading as a basis, and stressing language rules of capitalization and punctuation, English classes wrote, edited, and distributed a weekly school newspaper. The work was done completely by the students, with all the children in the class contributing and a by-line given to the author of each article. Features included sports, jokes, school events, and news items from each classroom. It was noted that this activity encouraged creativity, reinforced basic skills, and encompassed such added features as proofreading, caption writing, and inclusion of humor and wit.

DYSART

An exemplary project which warrants mention at Dysart School this past year was the inauguration of a Mexican Fiesta-School Luncheon. The supervisor of food services, in cooperation with the State's school lunch program, decided on the Fiesta Day Luncheon. Mexican menus were planned using selections set in the atmosphere of a fiesta. Mexican decorations were assembled for the cafeteria. The junior high school Spanish Club made colorful word cards and placed them on the cafeteria walls, spelling out food names in Spanish. Other familiar Spanish words were visible on the walls, such as street names; Luna, Alto, Verbena, El Fria, Agua Fria, etc. Teachers, teacher aides and children were present in Mexican skirts, blouses, charro suits, and wore Mexican jewelry. Parents came and prominent Mexican-American guests filled many tables. Mexican radio, TV, and newspaper media representatives were also present. It was a fun day for all including their excellent class "A" Mexican lunch. Most rewarding was the awareness that evolved in the appreciation of Mexican-American contributions in the Southwest. Areas developed were:

a. Mexican food

b. Mexican music

c. Mexican regional dances

d. Mexican fiesta dresses

e. Mexican jewelry

f. Mexican pottery

g. Mexican legends and traditions; for example, La Pinata

FLORENCE

A School Projects Fair was held with the theme of "It Was A Very Good Year" at Florence School District. Last year this project was extremely effective in developing the self-esteem of the migrant children. This year students from kindergarten through high school were given a chance to display many of the projects that had been completed during the school year. These projects included art, science, math, shop, home economics, social studies, vocal music, and language communications. Projects were displayed in fair-like atmosphere of booths, bright colors, and paper streamers. The fair provided the migrant children with much needed recognition from their peers, as well as from the people of the community. Also, another project that was tried at Florence was where the older children came throughout the school year on a scheduled basis to help the younger students, grades one and two, with their reading. Teachers reported this practice to be very successful for developing all language skills and reading skills of the younger children.

LITTLETON

Communicative Skill Development Program

1. An exemplary project at Littleton School District was implemented this year at Underdown Junior High School in the Littleton School District Migrant Program. The Communicative Skill Development Program is based in the seventh grade at Underdown Junior High School. The program is exemplary in that 29 IBM Selectric typewriters and 8 Executaries are being utilized in an approach geared toward improving the migrant student's communicative skills. Various activities involving the use of the equipment have gone into the design of the program with a typewriter emphasized as a key instrument in unifying the language areas of reading, writing, listening, and speaking.

2. To improve communicative skills the migrant students were involved in various activities, employing the use of the electric typewriters and Executaries. These activities were designed to improve performance in the following areas:

   a. reading comprehension
   b. word knowledge
   d. language skills-punctuation, capitalization usage, and study skills.

   There was definite improvement in the areas cited above and many benefits have been derived through the use of the typewriter as indicated by student performance and teacher observation. Some of the benefits are:

   a. Mechanical aspects of keyboarding helped in developing self-expression.
   b. Habits and attitudes toward neatness improved and there was a carry over to other subject areas.
   c. Learning to type definitely aided the development of listening skills.
   d. There was better attention to details of words.

e. The ability to detect and correct writing errors definitely improved.

f. There was increased awareness of specific spelling and reading efficiencies by the students themselves.

This information was derived from the standardized Metropolitan Achievement Tests, pre-post test, and the teacher-made test. Many other benefits were derived through the use of the typewriter in this language arts program. Besides the typewriters, the Executaries were of great value in the program.

Since the utilization of language is a requirement in the use of these machines, the students spent many hours in talk and listen exercises, with the students themselves at the controls. A sense of responsibility and independence was developed by the students as a result of the use of the Executaries. Students who are reluctant to express themselves in groups were more inclined to use the Executaries since the opportunity to participate individually in an oral language activity was made possible through the use of the machines.

LITCHFIELD

The Litchfield migrant program placed its emphasis at the primary level. The program was operated on a combination team-teaching basis, utilizing the emerging classroom philosophies as reflected in the learning center's set-up, such as listening and concept development center, math center, perception center, art center, printing and spelling center, and Distar (reading, language development). Although the migrant students were placed in this special set up, they were not isolated from regular classroom students. Thus evolved the ungraded room for primary level migrants, placing them with students from multi-social, economic backgrounds with similar language reading and math deficiencies. Cross age

teaching involved the older migrant students.

MARICOPA

1. Maricopa had two aides working directly under the supervision of the school reading coordinator with individuals and small groups.

2. The reading coordinator would test, diagnose, and prescribe specific and detailed programs for the aides to use with the individual and small groups of migrant students in the reading room.

PARKER

The project for the education of migrant children involved the use of five teacher aides working in three attendance centers as supportive personnel to the regular classroom teacher. The aides' primary task centered around remedial type of instruction activity described by each migrant child classroom teacher. The children met with the aides as often as was necessary. The aides and teachers met periodically together over the results of the instruction given up to that point and further lessons were developed from these meetings.

SOMERTON

1. The teaching of English as a second language (ESL) has taken on new dimensions in Somerton with full use of the district's closed circuit TV facility. Daily lessons are presented in two different series, one for the primary grades and the other for the intermediate grades. A master teacher presents

the televised lesson to as many as 14 different classrooms at one time. In the room with the children is a bilingual aide, who watches the televised lessons along with the children. At the end of the television program, the aide takes aside the number of children who need the most assistance with ESL and provides additional activities and exercises, as described by the television teacher during daily meetings. This program offers the advantage of having the regular classroom teacher know what the ESL program is, as well as allowing one master teacher to reach many more children than would otherwise be possible.

2. A junior high school language arts teacher taught a unit on "What is Language?" and "History of the English Language." Thinking about language in general as well as learning about English seemed beneficial to all students but especially to the many bilingual children. As a part of these units, the instructor had lessons on introductory transformational grammar and related all that was learned to the Spanish language whenever possible. This same instructor this year experimented with colored slides of students around town. She used these for oral language development. With one group she practiced in oral English. The children also produced their own written material for reading from these slides.

3. Student council in Somerton is for all students in grades 4-8. This organization is especially important in providing migrant children with a sense of belonging and accomplishment as they participate with other children in meetings, committee work, special assignments, and other activities. Since the district has a large number of migrant children, it is not unusual to have many of them elected to the council.

4. One of the most successful exemplary projects was the formation of a math center for migrant children. Dr. Gary Bitter served as a consultant for this project, and he helped to establish a math center similar to the one used at Arizona State University for teacher training. The math center is a part of the Instructional Media Center and is available to children and staff members from early morning before school begins until late at night on a daily basis. One aide works full time in this area and is trained to work with small groups of children and/or to assist teachers with materials for use in the classrooms. The math center has a vast collection of the manipulative math materials that have been proven to be the most valuable for learning math concepts, especially for those children who might not have a firm grasp of the English language. Although the math lab was used by all teachers from kindergarten through junior high, the upper grades made the most use of it during its first few months of operation. The junior high faculty liked it especially for the following areas:

   a. Recreational activities: Hidden in all of the games is training in space perception, strategy, and number of relations.

   b. Geometry: Use of two- and three-dimensional models for solving problems; construction with compass and straight edge; copying designs and making original combinations of designs.

   c. Measurements: Use of Metric and English measures in linear, square, and volume units; comparing with balance scales; weighing in pounds and ounces and grams.

An intermediate teacher felt that the in-service training that accompanies the formation of the math center was especially valuable in pointing out how the learning can be facilitated by concrete objects. In her class she used the 5-pound scale, dissectible cubic foot, measuring tape, and the science measurement kit, for math learning experiences for concrete representation.

5. A closed circuit television was used for presenting classroom demonstrations for the home economics classes. The teacher would tape a demonstration during her planning period or after school. The tape could then be played when needed by the various classes. Subjects covered on the video tapes this year included two crust pies, cream pie, frosting a cake, making yeast bread, threading a sewing machine, and constructing a draw string handbag. While viewing the tapes, students followed along on their own instruction sheet which the teacher frequently referred to. After viewing the tapes, students completed the projects in class. The taped demonstrations were successful in that they allowed each student to see what was being demonstrated and made the written lessons clearer, thus helping students achieve better project results. They also served as a teaching aide for the instructor since she could observe the students while they watched the demonstration, as well as noting their reaction to various teaching techniques.

6. With assistance from Title VII funds, the district has entered its second year in bilingual, bicultural program for kindergarten and first grade. During the 1972-73 year, a second grade was added. Since most of the district's children in the migrant category are also native Spanish speakers, the bilingual program helps.

7. An intermediate teacher introduced a unit on insects by having each child bring one insect (preferably dead) to class. Walks around the school would take them to collect more. With one mounted insect for each child, the class members were asked by the teacher to tell anything they wanted to about their insects. Reptiles were listed on the chalkboard. After everything was listed, the class went over each item to find those points that applied to each insect. Items such as color and size were deleted. This left a list of characteristics of all insects. This was followed by a reference to books and to a commercial overhead projection sheet on insects. The class found that their list of characteristics was remarkably similar to the list in the books. The children were also able to give reasons why a spider is not an insect and finding bugs they were not sure of and drawing a conclusion as to whether they were insects or not.

8. The Arizona Migrant Child Educational Laboratory, (AMCEL), assisted the district by helping to develop an oral language test. Dr. John Munden worked with the faculty in testing children by the use of pictures. The child was asked to tell everything that he wanted to about the picture, and his responses were taped. The oral language record sheet was used for the transcription from the tape with the child's language analyzed. From this program, hopefully, will come a better test for determining oral language growth and proficiency.

9. Music made a new beginning in the district this year, after an absence of three years. The music program featured a sampling for each country's musical custom, along with songs, dances, and rhythms. The migrant children especially enjoyed these areas and achieved fine results.

10. Children made their own dictionaries in both English and Spanish, with words most often used or words to be studied in class.

11. Verses from popular songs were used to introduce poetry since most of the children know and like these songs.

12. One primary teacher introduced the operetta type of plays and produced "Goldilocks and the Three Bears" and "The Cat Came Back." The objectives of these productions were to stress the importance of enunciation of English, vocabulary development, and beginning and ending sounds; to develop group participation as well as individual talent in singing, acting, art work, etc; and to develop poise and self-confidence in front of a television camera or live audience.

WELLTON

One of the most effective projects carried out at Wellton Elementary School District this past year was a book reading contest. One class challenged another class to the contest. Each room then made reading posters, decorated bulletin boards and prepared charts for showing individual and group progress. Both rooms agreed on rules to be followed. The students not only read books, but grouped a list of two hundred children's books in categories; legends, fairy tales, sports, mysteries, science fiction, animal stories, history, biographies, etc. Credit was given for the number of pages read, not the number of books. This encouraged the better readers to select the more difficult books and the weaker readers to read as many books as they could. The students were taken to the County Library where they especially enjoyed reading old newspapers on microfilm. One period each week was

devoted to book talk, paper work, and sharing interesting stories that had been read. At the end of the contest the losers had to treat the winners to a party.

Another project was a book worm. Book reports were written on circles and made into a worm. A class of 23 students read over 500 books. The worm measured 255 feet long and was used along with a unit of measure in math.

The intermediate grades experienced the successful reading program which consisted of an ungraded situation in which students were allowed to move from one level to another according to ability and achievement. Most of the students worked hard and some moved three levels in nine months. This is especially helpful to migrant and educationally deprived students since they can work at their own level without having to feel the pressure of being outdone by better students in the class.

A special reading class that started in the summer of 1971 was carried on into the regular school session. Migrant students accompanied by the teacher aide assigned to their grade went to the special reading class along with other students needing special help. This arrangement worked well as the teacher aide was able to help both the teacher and the reading teacher bridge the gaps that might develop between the two rooms. In special reading they were given drills in visual perception, phonics, oral reading practice, and exposure to filmstrips and stories to help with language experience and developments. They also took time for talk sessions. They selected a subject and talked about what they had heard, read, or seen related to the subject. These sessions proved very successful especially with the older students. The children of Mexican heritage told their story as well as listened to other students relate their ideas, thus helping both groups build vocabulary by using words related to a single subject. These projects have helped build a greater respect between the multi-ethnic groups.

COMMUNITY INVOLVEMENT

Community and parent involvement has been of paramount importance to the Migrant Child Program; however, it has been the most difficult to accomplish. This is due mostly for two reasons: (1) The mobility of the parents, and (2) the past attitudes of non-involvement of Spanish-speakers in relation with the school. In spite of these reasons, and others, community and parent involvement is on a gradual increase as evidenced by the following examples:

At Arlington the migrant parents participated in larger numbers in the program. A high percentage of the parents came to school for parent-teacher conferences and a large number of migrant parents and adults attended school programs, such as school plays and special events. Some adults were also utilized as resource people, which proved very beneficial. One parent gave instruction in special decorations to be used at a school dance. Others helped in planning and serving refreshments at both room parties and all school functions.

A committee of parents judged children-made posters for Pioneer Days. The Dope Stop Committee, composed of students from Buckeye Union High School, continued their monthly visits. These were begun last year, and involved students in grades five through eight in discussions on the abuse of drugs.

Avondale had two migrant parents in the Parents' Advisory Council. The migrant parents need a great deal of encouragement and find it difficult to participate due to economic conditions. Parents helped with the planning of the hearing test program and immunization program and administered the

hearing test under supervision.

Twelve high school seniors helped the migrant students from January through May. These students worked in the reading rooms at each of the three elementary schools with the migrant students who needed help in reading and math.

Migrant parents at Coolidge were not as active as in other districts. The Parent Advisory Council for the Title I Migrant Program was involved in the planning of the program and consisted of seven parents. The Future Teachers of America organization of Coolidge High School actively participated in the reading program. These high school students helped both teachers and aides in their regular school activities.

At Dateland School the answers to number ten, a four-part question, are as follows:

1. Few parents of migrant children have participated in migrant programs due to the fact that they are usually at work during the times the programs are being conducted. Parents of migrant children are members of the Title I Parent Advisory Council and help plan the programs.

2. Parents of migrant children served on the Title I Parent Advisory Council to set up a health plan, and evaluate the project. On occasion, parents served as chaperones on field trips and visits to doctors and dentists. Migrant parents have cooperated when requested to help in the academic instruction of the child.

3. The actual planning of most activities was carried out by the staff at Dateland School.

4. Local farm leaders have assisted in the education of migrant children and have improved the hot lunch program. Other interested people have proven themselves invaluable in providing clothing for migrant children.

At Dysart School the answers to number ten, a four-part question, are as follows:

1. Migrant parents participated in the Dysart Knowledge Booster program for 1971-72 and included such activities as:

   a. Opening of school registration
   b. School health program
   c. School lunch program
   d. Teacher aide program
   e. School carnival
   f. School Christmas program
   g. Annual March of Dimes, Mothers' March and steak fry
   h. Patriotic programs
   i. School open house
   j. School spring programs
   k. Community service programs

2. The Parent Advisory Council of the Dysart School District migrant program had many interested parents and other individuals within the district

involved in all school activities during the year. These parents assisted in the planning of activities and information dissemination of the migrant program.

At the Eleven Mile Corner School the migrant adults were involved with the program and were very interested in the activities. The parents were consulted in advance about the use of funds and met at least quarterly to discuss the needs of the children with the Parent Advisory Committee at the Eleven Mile School.

The parents at Florence participated by providing transportation for children to the dentist and by allowing their children to participate in program activities such as the music program project and open house. Activities by volunteers such as medical, eye, and dental tests were published in the local Florence paper.

At Litchfield school efforts were made to involve migrant parents in the program, but due to parents' occupations time did not allow them to participate. Litchfield school intends to develop other approaches to parent involvement, since the conventional approach has always yielded a low relationship with migrant families.

At Littleton participation was as follows:

1. Migrant parents actively participated in the migrant program during the school year at Littleton.

2. On a voluntary basis, parents served as teachers' aides in the classrooms employing the Center approach. In classrooms with different approaches, an "open door" policy, gave migrant parents an opportunity to come and serve or participate in various activities. Through the included activities, the classroom teacher offered the parents suggestions as to how the parents could most effectively help the child with homework. Parent-teacher conferences were held twice during the year. Parents not able to attend day conferences were scheduled for evenings.

3. The Parent Advisory Council provided inputs from the community at monthly meetings held at Littleton Elementary School.

4. Many parents, mostly mothers, volunteered their services in helping with the annual Christmas program. They made costumes and provided a variety of materials needed in the program. Many parents of the community also helped the social worker and the school nurse in soliciting food and clothing for the needy families in the community.

At Mohawk Valley Schools, a committee of parents and teachers was established to determine needs assessments for the regular Title I Program, and this same committee functioned for the migrant program. The parents were aware of the different projects, but little participation was involved. The committee reviewed the television tapes and visited classrooms.

At Parker the answers to number ten, a four-part question, are as follows:

1. Migrant parents at Parker School participated on a voluntary basis from time to time. Participation took place primarily at the Le Pera Attendance Center where the highest concentration of migrant children was located.

2. The parents voluntarily assisted the teachers and aides and made classroom observations.

3. Parents were not directly involved in activity planning due primarily to the fact that they were inconsistently available.

4. A local organization of women volunteered to help children with speech problems. Some of the migrant children were helped by these ladies as well as the migrant aide. With the migrant children, stress was placed on the use of correct speech patterns.

At Somerton, participation was as follows:

1. Migrant parents at Somerton did participate in this year's program.

2. Parents participated in the following ways:

   a. Mothers volunteered to assist in the vision and hearing screening program conducted by the school nurse.

   b. Parents were members of a Parent Advisory Council, which met monthly.

c. Parent-teacher conferences were held at the end of the first quarter of school in lieu of report cards.

d. All visitations were held on Thursday throughout the year for kindergarten through the sixth grade.

e. An open house was held in early May. In addition, parents were invited to all school activities and often helped with dances, parties, and other activities.

f. Students invited their mothers to school for special events and classroom performances.

3. The mothers who helped with the visual hearing screening were first given training. Then, they decided on their own as to what schedule they wanted for the screening process and how it should work. Parents on the Advisory Council were encouraged to provide an input into all of the programs at all times. Other groups of parents often met to discuss parties or field trips for children, and the planning was a joint effort with the teachers.

4. Other volunteer help was not utilized to a great extent. One volunteer was a licensed practical nurse who volunteered to assist with the health program. One resident of a nearby farm volunteered to have several primary classes visit and see his farm animals. One high school group volunteered to help with the formation of a girls' softball team for the first time. The Yuma Daily Sun provided free of charge 40 copies of their newspaper each week for classroom use. A Yuma realty concern allowed Home

Economics students to tour a model home in order to see room arrangements, furniture, etc. One blind man from Yuma volunteered to spend a day in sixth grade class while the children were doing a unit on senses. While in the class, he talked about his handicap and described his methods of writing and reading with a Braille typewriter, slate, and talking books and magazines. He brought his lead dog with him and took small groups of students around the school with the dog leading him.

Tolleson's participation included:

1. Tolleson reported participation by migrant parents in the school program.

2. Services of parents were utilized in various capacities concerning the annual Christmas plays. Many parents accompanied classes on field trips, parades, etc., and assisted in school parties.

3. Parents assisted in planning costumes for plays, school dances, and parties.

4. Volunteer help assisted the nurses with physical examinations, inoculations, and various tests were administered, also helped transport students who were in need of medical and dental treatment.

Wellton Schools reported:

1. Migrant parents are always invited to visit the Wellton school. One mother of migrant students worked a few weeks as a volunteer teacher's aide to

the special reading teacher. She has since obtained her citizenship of which she is very proud and was hired to work as a teacher aide in the summer migrant program. Some parents attended field trips and helped with class parties.

2. Parents of migrant students enjoy parent-teacher conferences at Wellton. Punch and cookies are served to all parents and ample time is given in the afternoons and evenings to talk privately with the teachers of their children.

3. Parents are encouraged to attend field trips, in fact some of the parents have been key people on some field trips. Parents are asked to help plan the parties given three times a year in each classroom - Halloween, Christmas and Valentine's Day. These parties do a lot to integrate the students and the parents, since many of these activities are planned from different cultural backgrounds.

4. A member of the community showed slides from another country he had visited. Another man in the community spoke to the students about pollution. Mothers volunteered their services for eye and ear testing and people brought surplus food grown on farms or in gardens to supplement the food program at Wellton.

HEALTH SERVICES

Health services are provided for medical and dental deficiencies. Screening by a doctor or a Registered Nurse for visual, auditory, dental, and other deficiencies are done annually. Physical examinations and follow-ups are

scheduled as needed. All efforts are made to cooperate with local health agencies, local migrant health centers, civic clubs, and other agencies, in addition to using migrant funds for follow-up services.

NUTRITIONAL SERVICES

All migrant children participating in the State Migrant Child Education Program receive a Class "A" hot lunch either through the National Hot Lunch Program or the Title I Migrant Program. Where a need is evident and facilities are available, a breakfast, morning snack, and an afternoon snack are provided also. Title I Migrant funds are not used for food service where such service is available under the regular school food service program.

SUPPORTIVE SERVICES

Other facets of the Arizona migrant program includes an annual reading conference for aides, teachers, and administrators held at Arizona State University; a three-week summer institute for teachers of migrant children (the institute deals with oral language, bilingualism, developmental reading, computations, and individualized instruction); a paraprofessional program through Glendale Community College; an annual, week long, observation visit of other states' migrant programs by Arizona migrant teachers and administrators (we have visited programs in Texas, California, New Mexico, Colorado, Washington, Oregon, and Michigan); dissemination of booklets and articles describing various local educational agencies' projects (such as, The Somerton Story, The Eloy Story, The Tolleson Story, Cancionero Alegre, etc.); lectures by

staff members to migrant parents, school boards, college classes, civic organizations, etc.; and the involvement in the computerized system of the National Migrant Student Record Transfer System based at Little Rock, Arkansas. Arizona has three terminals - Somerton, Glendale Community College and Arizona State University. Each local educational agency is provided with a record transfer clerk who sends the migrant child's record form to the terminal operator who transmits this information to the data bank via teletype. The record transfer form contains three kinds of information - personal, health and academic. This information is treated as "confidential."

PROGRAM CRITIQUE

The following are samples of remarks made by parents, teachers, administrators and aides regarding the migrant program, not only as an Arizona program but as a National program.

"The migrant program fulfills its objectives better than any other similar program. Its goals are well thought out, and a direction is cleared to all that are affiliated with the program. In-service training is an intricate part of each new program implemented within the migrant program, so that change is accomplished smoothly and without confusion on the part of the participant."

"The cooperative planning by administrators, classrooms, teacher aides, school nurse, food services and many others involved in the program, established a stronger foundation on which to build an even more effective program each school year."

'The LEA Program is very effective providing successful adult models who associate daily with the migrant children. The ethnic backgrounds of the aides contributed to this. The migrant program has become the most important part of the local school program. The children have come to expect and depend upon the contact with the aide for extra help. Their parents expect and appreciate the extra help, both academically and medically. With emphasis placed on the aides helping the children directly and the proper use of the record transfer system, the educational opportunities for migrant children will continue to be excellent in the local educational agencies."

"The most important change that came about through the migrant child education program at Litchfield was the attitudinal change in the children. This was evidenced not only by the staff involved and the attendance records, but also by the enthusiasm for schooling shown by the students themselves."

The migrant program at Littleton was fairly successful. Although the testing results were not as good as expected, a lot has been accomplished; and the program is certainly in the direction of better education for the migrant students. Through the migrant program, a change has taken place at Littleton. In-service training and particularly summer school programs have changed many of the traditional teaching methods and philosophies of many of the classroom teachers. There are more teachers, particularly in the primary grades, changing to the Center approach. There are more teachers that want to try new ideas and are looking to the migrant program as a means of assistance in putting these ideas into action."

"The most beneficial aspect of the migrant program is that it is geared toward the needs of an individual school rather than having strict, standardized guidelines for all participating districts. Each district is different enough to need different programs and activities. In addition, some districts are better prepared for innovative and exemplary projects, and these are the districts that need to be given encouragement so that new areas can be uncovered and new approached toward the migrant child found. The migrant program allows for this type flexibility, and this quality should always be maintained. Another excellent aspect of the migrant program is a true sense of cooperation. This is demonstrated through the National Migrant Student Transfer System, in workshops, in sharing of ideas and materials, and in a general fine sense of doing what will be of the most benefit to the migrant child. This quality must be maintained. The greatest changes needed are financial; those schools having large numbers of migrant children need to be adequately funded, as well as states being adequately funded according to migrant children. If this can be corrected in the near future, migrant education will continue to improve."

Special Tape/ss/01-11/9.20
F1/ss/02-08/9.20
F2/ss/01-03/9.20